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FOOD

FOR YOUNG CHILDREN IN GROUP CARE

By Miriam E. Lowenberg

CHILDREN IN
WARTIME

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LETTER OF TRANSMITTAL

UNITED STATES DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, June 18, 1942.

MADAM: Herewith is transmitted a bulletin, Food for Young Children in Group Care, by Miriam E. Lowenberg, Assistant Professor of Child Development and Foods and Nutrition, Iowa State College.

As a contribution to the National Nutrition Program, this bulletin has been prepared to aid persons responsible for the feeding of young children in groups, as in day nurseries, nursery schools, and day-care centers for children of working mothers. It would be useful also in case the necessity should arise to evacuate children from threatened areas.

The suggestions given in this publication have been prepared by Miss Lowenberg on the basis of many years of experience in feeding young children in nursery schools.

Respectfully submitted.

KATHARINE F. LENROOT, *Chief.*

HON. FRANCES PERKINS,
Secretary of Labor.

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FOOD FOR YOUNG CHILDREN IN GROUP CARE

Under conditions brought about by the war increasing numbers of young children are receiving group care, and those who are directing this care have as one of their important responsibilities the planning, preparing, and serving of meals, with careful consideration of varying nutritional needs and eating habits. To those in charge of such feeding it is unnecessary to say that no rules can be laid down to show precisely how children can best be fed under widely varying conditions. The suggestions given in this bulletin, however, can be adapted to different situations.

Certain general principles apply under any conditions: Children eat their meals best in a calm and happy atmosphere; whether they learn to like the foods that they need depends to a great extent upon the way in which these foods are offered; they need to be provided with certain dietary essentials; they need to eat at regular and somewhat frequent intervals; their appetites may be affected by factors other than those connected with mealtime, such as the child's physical condition and his surroundings.

The methods by which these principles are followed will vary in different situations. For example, in some groups the need for food at frequent intervals can be met if only the noon meal is provided, with perhaps a light mid-morning or afternoon lunch. In a group where there are children whose mothers are working on different shifts, some children may arrive early enough to need breakfast also, and others may stay late enough in the evenings to need supper with the group.

The foods selected to provide the dietary essentials will vary according to the food habits—and the foods available—in different parts of the country or among people of different racial backgrounds. For example, "green leafy vegetables" may mean one kind of greens in the South and another in New England. The food that a child needs away from home depends partly upon his feeding at home—the amount of milk that he gets and the types and amounts of other food.

Even within a given group there will be differences in the consideration that must be given to the feeding of individual children. Of two children in the same environment, one may have a good appetite while the other does not. The child who does not eat calls for careful study, as to both his physical condition and his adaptation to the home and the group surroundings.

This bulletin has been planned to meet the needs of children 2 to 5 years of age who come together in groups for part-day or all-day care. For suggestions on the feeding of older children in groups see the material on school lunches listed under References, p. 32.

GOOD EATING HABITS

A healthy, happy child will look forward to his meals with pleasure and will eat all he needs of the foods that are offered to him if he is hungry, if the foods are selected, prepared, and served suitably, and if the surroundings are calm and

pleasant. The suggestions given here have helped many parents and others to foster good eating habits in children.

1. Expect children to eat. Remember that they readily sense the attitude that the adults who eat with them show toward their food.
2. Remember that each child is an individual. Do not expect all the children, even of the same age, to have the same tastes in food, nor to eat the same amounts.
3. See that each child is seated comfortably.
4. Prepare foods so that they are attractive to the children and not too difficult for them to manage.
5. Serve small portions, and second helpings when needed. Remember that portions that are too large discourage a child from eating.
6. Provide dishes and utensils that are suitable for small hands.
7. Try to have a cheerful and happy atmosphere at mealtime.
8. Encourage interesting and pleasant table conversation among children who are old enough to be able to eat well and to talk at the same time. Talking about personal likes and dislikes for food should be discouraged. The foods themselves, and where they come from, are usually interesting for children to talk about.
9. Prepare for spilling and other messy eating by providing bibs and table protectors. Don't expect little children to eat as skillfully as adults.
10. Remember that courtesy at the table is not dependent on "thank you" and "please." Do not expect adult politeness of little children. If they are with adults who are innately courteous, they will pick up socially acceptable manners after they have mastered the difficult task of feeding themselves. But do not expect them to do both at once.
11. See that the children get enough rest and relaxation, so that they will not be tired at mealtime.

In any group of children, however, there will undoubtedly be some children who will have eating problems. For example, when a child first begins to eat with a group of children he may have difficulty in getting adjusted to the new situation. He may never have eaten away from home before. These children, especially little ones, need time to get acquainted with their new surroundings. Some children take longer to get used to eating away from home than others. Some children may present problems that are due to a physical cause or to an emotional situation at home or within the child himself. The child may have received too much attention at home concerning what he eats and what he does not eat, or he may have heard much discussion among older members of his family concerning foods that they like or dislike. For one reason or another he may have built up antagonisms for certain types of food. It is therefore important to try to understand what is causing the difficulty before attempting to change the child's behavior.

If he is using mealtime to get attention, or if he is insecure or in great need of attention, it may be wise to give him individual attention at other times during the day. He may be commended for improved eating behavior, provided this is done quietly and does not create a situation that he uses to gain still further attention.

Some such problems will be solved quickly where the child sees other children enjoying food in a group, where the mealtime atmosphere is happy, and where the adults do not become overanxious about his behavior.

If, however, after a reasonable time for making adjustment has passed, problems still arise, it would be wise to seek help in studying the child's problem. A thorough examination by a physician who is particularly interested in children

may reveal a physical basis for the difficulty. If the problem is an emotional one the physician may suggest consulting a child-guidance clinic or a psychiatrist who has specialized in children's problems. A public or private welfare agency equipped to give service to families and children, a family-service agency, or a children's agency may be helpful in working with the parents to gain understanding of the child and his cooperation in working out the problem.

MEETING THE FOOD NEEDS OF CHILDREN

Meals for children should be so planned that they not only satisfy the child's appetite but also provide the food essentials that he needs daily.

The foods listed in the plan on page 4 provide these essentials in the amounts that a young child needs. They include milk, fruit, vegetables, eggs, meat and fish, bread and butter, cereal, and fish-liver oil, as well as additional foods to provide energy. The milk fulfills the child's need for calcium and also supplies protein, phosphorus, and vitamins A, B₁ (thiamine), and G (riboflavin) in generous amounts. The eggs supplement the milk for protein, phosphorus, iron, and vitamins A, B₁, and G. The fruits and vegetables all provide some iron and some vitamins; the raw fruit and vegetables also fulfill the child's need for vitamin C (most cooked fruits and vegetables are not a dependable source of vitamin C, although when properly cooked they retain part of the vitamin C that they contained when raw). The meat supplies additional protein, vitamins B₁ and G, and iron. The dark or whole-grain or enriched bread and cereal contribute some vitamin B₁ and iron. The cod-liver oil is given to provide vitamin D—daily all the year around to children less than 2 years old, and to older children during cold or cloudy seasons. (Cod-liver oil also supplies liberal amounts of vitamin A.)

The basic foods listed in the preceding paragraph meet the child's need for protein and for most of the minerals and vitamins. They fall short, however, of meeting his need for energy food; at least half of this need is met by the additional foods that the child eats to satisfy his appetite—more cereals and bread, butter and other fats, and sweets. For more detailed information on how to meet children's food needs, see *The Road to Good Nutrition* (Children's Bureau Publication 270).

The following chart is intended to help you plan your menus and use the menus that are given on pages 16–27. These foods, in the amounts given, will give a child all the needed food essentials according to the standards set up by the Committee on Food and Nutrition of the National Research Council in its "Recommended Dietary Allowances." (See References, p. 32.)

Foods To Be Included in a Good Daily Diet for Children 2 to 5 Years Old¹

Food	Amount needed by each child daily	Average size of serving for each child—			When served to group
		2-3 years old	3-4 years old	4-5 years old	
Milk.	3 to 4 measuring cups.	1 cup as a drink at each meal.			One measuring cup served at each meal; $\frac{1}{2}$ –1 cup per child used in cooking or as, a between-meal drink.
Eggs.	1 egg.	1 whole egg.			At noon meal as often as possible. Half may be served in afternoon lunch as custard or scrambled egg, or as supplementary breakfast.
Meat or fish.	1 to 2 oz.	1 oz.	$1\frac{1}{2}$ oz.	2 oz.	At noon meal often if children do not often have meat or fish at home. (See menus.)
Potatoes.	A serving.	2 table-spoonfuls.	3 table-spoonfuls.	4 table-spoonfuls.	At noon meal often, especially if children seldom have potatoes at home.
Other cooked vegetables (at least one a green leafy or yellow vegetable).	1 to 2 servings.	2 table-spoonfuls.	3 table-spoonfuls.	4 table-spoonfuls.	To supplement home meals so as to provide as wide a variety of vegetables as possible. (See list, p. 6.)
Raw vegetables (lettuce, or carrots, or celery, or other green or yellow vegetables).	Small amount.	A small piece, or two.			Each day some raw vegetable (or raw fruit).
Fruit for vitamin C.	1 medium - size orange or $\frac{1}{2}$ to $\frac{3}{4}$ cup tomato juice.	Whole day's amount in one serving.			At morning meal, at noon meal, or midmorning or midafternoon lunch.
Other fruit.	1 to 2 servings.	$\frac{1}{4}$ cup.	$\frac{1}{3}$ cup.	$\frac{1}{2}$ cup.	One serving as a midmorning lunch, or as supplementary breakfast; other serving may be dessert at noon meal.
Cereal, whole-grain or enriched.	1 serving.	$\frac{1}{4}$ cup.	$\frac{1}{3}$ cup.	$\frac{1}{2}$ cup.	Usually at breakfast. May be basis for a dish for noon or evening meal, such as brown rice with tomatoes.

¹ All measurements in this chart are level, measuring cups and measuring spoons being used. Use of exact measurements is important in serving foods for little children. The writer has now and then found that "4 cups of milk" had been measured in punch or chocolate cups so small that four of them actually held no more than a full pint instead of the intended quart. The following table shows the equivalents that have been followed:

1 tablespoonful = 3 level teaspoonfuls.
 1 cup = 8 fluid ounces, or 16 level tablespoonfuls, of either fluids or dry materials.
 1 pint = 2 measuring cupfuls (standard measuring cups).
 1 quart = 4 measuring cupfuls.
 4 quarts = 1 gallon.

Foods To Be Included in a Good Daily Diet for Children 2 to 5 Years Old—Continued

Food	Amount needed by each child daily	Average size of serving for each child—			When served to group
		2-3 years old	3-4 years old	4-5 years old	
Bread, whole-grain or enriched.	3-5 slices.	1-1½ slices.	1-1½ slices.	1½-2 slices.	At each meal.
Butter, or margarine with vitamin A added.	2 tablespoonfuls.	1-3 teaspoonfuls.	1-3 teaspoonfuls.	1-3 teaspoonfuls.	One teaspoonful at breakfast, 1 tablespoonful at noon meal, 2 teaspoonfuls at evening meal is one way of getting 2 tablespoonfuls into day's meals. Some may be used at mid-morning or midafternoon lunch. Use liberal amounts of butter, or of margarine with vitamin A added, if neither is used much at home.
Fish-liver oil.	Enough to provide 400 U. S. P. units of vitamin D. ²				May be given with fruit juice at midmorning lunch or immediately after supplementary breakfast. Never give fish-liver oil just before a meal.

² For approximate amounts of vitamin D in different preparations see Substitutes for the Sun (Children's Bureau Folder 25, Washington, 1940.)

The amounts of food given in this plan have been estimated after watching many thousands of meals eaten by children 2 to 5 years of age in nursery schools where the foods served were carefully measured.

Any such plan must be used with discretion, however, because insistence upon any specified amount of food can bring about many feeding difficulties. Sometimes children will be hungry for more food than the average amount listed; at other times, such as during or after a mild infection, they may find it difficult to eat so much. If any child eats much less, however, than these amounts, and continues to do so, he will need special study. (See section, Good eating habits, p. 1.)

If you are in charge of children's feeding—whether or not you actually dish out the food yourself—you will want to know how much food the children are actually eating. In order to know this, you will need to know just how much food is served to each child and whether he leaves any on his plate. If each child is served an amount that he is likely to eat and enjoy, and if he is given another helping whenever he wants it, you will know that his appetite is being satisfied.

One way to measure exactly the amount of food to go on each plate is to use a dipper or other small container that has been measured previously. Another way is to practice with measuring spoons until you can judge the size of portions accurately.

When the food is carefully measured you will be able to tell a mother how much her child is eating, in measures that she understands.

Remember, careless serving of food often leads to struggles to get a child to eat far more than he really needs or should be expected to eat. Adults sometimes

expect little children to eat larger portions than they need. It is sometimes difficult to realize how small the stomach of a 2-year-old is; or, on the other hand, how a 5-year-old can possibly eat so much at times.

If the food is dished out by anyone who does not have the opportunity to watch the children eating, she should be kept informed concerning the amount of each food that each child is likely to eat and enjoy at a single serving. In some situations it is a good plan to make a chart that tells at a glance how much food to put on each of the children's plates. The amount specified for any child can be changed whenever the person in charge notices that the child's appetite is changing.

Suggestions for Children's Meals

Always plan to use foods that are high in vitamins, minerals, and proteins. Every food included in the menus given on pages 16-27 provides enough of these essentials to justify its inclusion. Foods that are high in calories but not in vitamins, minerals, or protein in addition, satisfy the child's appetite but do not give him what he needs for growth and energy. One such dish is white rice with sugar. If you cook the rice in milk and put fruit into it, you will have a food that is much more valuable for children.

Watery soups satisfy a child's appetite without giving him enough food value. Notice that most of the soups used in the accompanying menus are cream soups with vegetables in them.

1. Plan to serve the following vegetables frequently: Tomatoes, white potatoes and sweetpotatoes, peas, green beans, lima beans (children eat the tender green ones more readily), carrots, and green leafy vegetables. Green peppers, fresh or canned corn, and radishes are not suitable for children.

2. Plan to use the following fruits frequently: Peaches, pineapples, apricots, apples, oranges, grapefruit, bananas, plums, and prunes. Bananas have not been used in these menus as liberally as they would be in times when they are more plentiful.

3. Use lamb and beef, liver and fish generously. Bacon has been used sparingly in these menus because it is expensive and its chief value is its flavor and calories. It does not contain enough protein to substitute for other meat. Plan to serve fish and liver, each at least once a week, and more often when possible.

4. Plan to serve a variety of foods. If children are to have a nutritious diet it is necessary that they eat—and like—different fruits, different vegetables, different meats. Children like best the foods with which they are most familiar. After a child has had his first taste of a new food, serve it again in a few days, and then repeat it often enough so that he will become thoroughly familiar with it. Help him get acquainted with as many foods as possible.

5. Remember that a young child may have difficulty with the mere process of eating. You can help him by serving many "finger foods" (like toast, which can be picked up in the fingers, pieces of raw vegetable, etc.).

6. Meats, vegetables, and fruit, in general, should be cut into bite-size pieces. Children 2 to 5 years old usually find it difficult to chew pieces of meat, and it is wise to serve ground meats often. This is especially true where large groups of children are being fed, as it is almost impossible for the adults to cut the meat into small pieces for them at the table.

Not all the foods on the child's plate should be bite-size, since it is difficult for a child to deal with many small pieces, especially on a flat plate. For instance, with scalloped lamb (meat cut into half-inch cubes) and lima beans it is wise to serve a mashed vegetable, such as baked squash, rather than diced carrots.

7. Omit all very sweet foods, foods high in fat, and foods that contain condiments like pepper and other spices. For example, a gingerbread might be made

especially for children by using a recipe that uses less fat and less spice than ordinary recipes, and additional molasses in place of some of the sugar.

8. A milk sherbet containing fruit is a more valuable food than a rich ice cream, and children like it if the fruit flavor is not too strong. With strawberries, apricots, and cranberries, for example, more milk and less fruit juice should be used than in the usual recipe.

9. Children delight in very simple foods, and it is never necessary to prepare elaborate foods or menus for them. It is also true that many of the elaborate foods are likely to be less digestible.

10. Have simple surprises, such as chopped vegetables in sandwiches, or pieces of fruit hidden in the bottom of a baked custard. Such variations increase the preparation time but little, and they add much to a child's mealtime pleasure.

11. Use colorful foods for children's meals. They are more appetizing, even for a small child. A tray of different-colored servings of a gelatin dessert gives the child a chance to choose.

12. Children as a rule enjoy food cooked and served in individual dishes—custard cups, ramekins, timbales, molds.

13. Mixtures of several foods are usually not so desirable as unmixed foods. A few mixtures, however, such as a stew of meat and vegetables, served occasionally, offer the child a chance to know about these foods.

14. Never plan to use more than one new food at a meal. If a child has been accustomed to eating only a few types of food it is wise to give him only a bite or two of the new food, with a double portion of a more familiar food.

15. Use a well-liked food along with one that is less well-liked or less familiar.

16. Use a moist, creamy food with one that is somewhat dry; for example, creamed egg with baked potatoes and buttered peas.

17. Never use more than one strong-flavored food in one course of a meal. Combining mild-flavored foods with one tart-flavored food adds to the appetizing qualities of a meal.

18. Always use one crisp food in a meal. Usually a child likes crisp foods, and eating them helps him to learn to chew. A good rule for menu planning is to use in the main course of a meal one soft food, such as mashed potatoes, one crisp food, such as toast, and one chewy food, such as meat loaf.

19. Avoid too many satisfying foods such as potatoes and creamy rice pudding at one meal. Meals in which no food has much satiety value are also to be avoided. An example of such a meal would be: Hard-cooked egg, tomato aspic, buttered green beans, thin toast, and fruit cup. Such meals may be used in the summer when appetites lag, but even then this meal might allow many children to become too hungry before the next meal. Fish loaf instead of the egg, or milk sherbet instead of the fruit cup, or mashed potatoes instead of either the peas or the tomato aspic would give the meal more satiety value.

20. Use whole milk on the top of children's cereals instead of cream or top milk in order to keep the fat in a child's diet low. Lack of appetite is often caused by too much fat in the diet.

BUYING FOOD

Milk

The amount of milk that must be bought for the group depends partly on the amount that the children get at home. Every child 2 to 5 years of age should have 3 to 4 cups every day, and before planning on the amount of milk to buy it is wise to find out how much each child is drinking at home.

A cup and a half to a pint per child will probably be a good allowance to provide. This allows for a cup to drink, half a cup to be used in cooking at noon, and perhaps another half cup for a breakfast supplement or a 4-o'clock lunch.

Fresh Whole Milk.

Buy only pasteurized milk. If for any reason pasteurized milk cannot be had, do not serve the milk to children until it has been brought to the boiling point and cooled. (See p. 10.)

As too much fat in a child's diet reduces his normal appetite and may be somewhat indigestible, it is best to buy milk that is not more than $3\frac{1}{2}$ or 4 percent fat. Any good dairy can tell you the usual fat content of its milk.

Other Forms of Milk.

Evaporated milk is good food; it is often cheaper than fresh milk. Use 1 cup of water to dilute each cup of evaporated milk. Do not use this milk in cooking in place of fresh, whole milk without allowing for dilution, as this will increase the fat content unwisely and the cost of the food unnecessarily.

Evaporated milk, when diluted, may be used as a drink, and children usually learn to like it after they have tasted it several times. It is entirely free from bacteria when the can is first opened, but must be refrigerated as is other milk after that.

Whole dried milk, mixed with the proper quantity of water, may be used in place of fresh whole milk.

Skim milk—dried or liquid—is good food and may be used in cooking or as a drink. When the cream is removed from milk, however, vitamin A is lost; children receiving skim milk instead of whole milk need to be given daily extra butter, or margarine with vitamin A added, and plenty of green and yellow vegetables. Cod-liver oil and other fish-liver oil also supply large quantities of vitamin A.

One quart of skim milk and $1\frac{1}{2}$ ounces of butter, or $3\frac{1}{2}$ ounces of dry skim milk and $1\frac{1}{2}$ ounces of butter, are equivalent to 1 quart of fluid whole milk.

Eggs

Buy clean, medium-size eggs. Small eggs do not give the child an adequate serving of protein, and the expense of buying large eggs is not necessary.

Meat and Fish

Buy meat from a dealer upon whom you can rely. Learn to know the grades of meat, and look for signs of good quality. It is not necessary to buy the highest grades of beef for children's food, nor is it desirable, because such beef is too fat for them. Unless the meat is to be ground, buy a grade that has a relatively fine grain and is therefore tender.

Have the butcher cut off the fat before he grinds the meat. This fat may be used where it will be needed, and the children's food will be more digestible too.

Before selecting meat for grinding, study the prices until you learn whether it would be more economical to buy a better and more expensive cut of meat that has less bone and waste in it than to use a cheaper and more wasteful cut.

When meat is to be given to young children, the bone should never be cracked, for a child might swallow bits of bone. Ask the butcher to use a saw on all soup-bones, and see that he does. As an extra precaution, always hold the bone under the faucet of running water, and wash away any chips of bone before cooking.

Buy young beef liver or lamb's liver, rather than the more expensive calf's liver. Pork liver may be stronger in flavor, but children do not usually object to it. A mild flavor in liver is largely dependent upon buying it fresh, keeping it refrigerated until it is time to cook it, and cooking it at a low temperature.

Fish bought for children should not contain a large amount of fat, and it should be easily freed from bones. When a high grade of fresh fish is available it may be

used. Children do not usually like the strong flavor of dried fish; canned fish flakes are milder. If dried fish is used, soak it to free it from the excessively strong flavor. Frozen fish may also be used.

Fruits and Vegetables

Fresh Fruits and Vegetables.

Buy only sound, ripe fruit, and tender, crisp vegetables. Avoid old and woody root vegetables.

It is often better to buy enough fresh fruit and vegetables for several days if you can refrigerate them properly, especially if your market has them only certain days of the week. Often you can keep them fresh better than the dealer, who, because of a large supply, may have difficulty in taking good care of them.

When planning to buy oranges, count the cost of a measuring cup of fresh orange juice and compare it with the cost of canned orange juice. If you decide to buy fresh oranges, buy those of the size that will give you the most for your money, and buy them in as large a quantity as possible.

Canned Fruits and Vegetables.

Always buy large cans—No. 10 cans whenever possible. (During the war emergency No. 10 cans may not be available.)

The following will help you select the size that is best for your use:

No. 2 can contains $2\frac{1}{2}$ cups.

No. $2\frac{1}{2}$ can contains $3\frac{1}{2}$ cups.

No. 10 can contains 13 cups.

Always read the labels on cans, so as to know the grade and the weight of the contents.

In order to judge which brand is the most economical to buy, measure the amount of solid fruit or vegetables in a can. Perfect pieces are not necessary, for children's fruit and vegetables should always be cut into bite-size pieces before they are served.

A tender and somewhat soft texture is desirable in canned fruit and vegetables for children.

Dried Fruits.

Shop for dried fruit that consists of good, moist pieces; but do not pay a high price for large, perfect fruit. When buying prunes, you will find that usually medium-size prunes (50 or 60 prunes to the pound) yield a cup of edible fruit at a lower cost than either very small or very large ones.

Butter

Buy good-quality butter, or margarine with vitamin A added.

Bread and Crackers

1. Buy 24-hour-old bread for children. This can sometimes be bought more cheaply than fresh bread, and it is more desirable for children.

2. Buy whole-grain bread—100 percent whole-grain whenever possible. Enriched bread may be used, occasionally, in place of whole-grain bread. The left-over bread can be made into crumbs or cubes for use in cooking.

3. It is much more desirable to use unsliced bread for children, as their sandwiches or slices of bread should be thin. Usually your dealer can buy unsliced bread for you on special order. After you learn approximately how much you

will need, it is well to make a regular arrangement with him for so many loaves each week.

4. Buy mildly sweet crackers, such as graham crackers, animal crackers, and arrowroot crackers; or soda crackers. Salty crackers are not usually so popular with children.

Nonperishable Foods

Plan your year's supply of nonperishable foods insofar as you possibly can. If you know approximately how many you will have to feed, calculate from a month's menus approximately how much of each staple food you will need to buy. If there are no restrictions in either money or market supply, buy as far ahead as your storage space will permit. Planned buying saves time and money. Discuss your plans with your dealer and buy when you can get the best prices. It is usually possible to plan so that you need to order food once a week only. Give your dealer the dates for the delivery of different foods. This will save your time and energy and also his, and will eliminate unnecessary deliveries.

Remember that buying food so as to get the most nutritional value for your money is an art; and it requires that you be wide awake at all times. Watch your markets, and be ready to adapt your plans to changing conditions.

STORING FOOD

These few simple rules will help you to insure a safe food supply for the children. Remember that children may be more easily affected by poorly kept food than adults are.

Perishable Foods

1. Keep all perishable foods in a refrigerator. If you do not have a refrigerator, do not try to keep perishable foods; buy only as much as you can use immediately.

a. Keep the refrigerator clean with a good soap-and-water scrubbing once or twice a week. Also scrub all food containers regularly.

b. Keep the refrigerator temperature always between 40° and 45°F.—never more than 45° F. at any time. A household thermometer may be used in a refrigerator if laid on two small blocks of wood or if a cork is placed over each end to keep it away from metal and safe from breaking. It is impossible to judge whether a refrigerator is cold enough by guessing at the temperature.

2. Put into covered containers all foods that are to go into the refrigerator so that they will not dry out nor wilt and so that odors will not go from one food to another.

3. Keep milk, butter, and meat on the upper shelves of the refrigerator, where the cold-air currents come directly from the cooling unit or the ice.

4. Do not wash fresh vegetables before storing them, unless they are very dirty. If they must be washed, always dry each piece thoroughly before storing. Cut away dried and decayed parts.

5. Never cut fresh foods into small pieces or grate them before storing them, even for a few hours, and never soak them in water. Vitamins are lost when food is exposed to air, and vitamins and minerals when it is soaked in water.

6. Never allow hot milk or hot meat to cool slowly at room temperature before refrigerating. Before putting such foods into the refrigerator cool them quickly by setting the containers in cold water.

7. If custards or other milk desserts must be cooked a long time before serving, keep them in the refrigerator until it is time to use them.

8. Always keep eggs refrigerated; they are a perishable protein food.

9. Return cold foods to the refrigerator as soon as possible, as it is expensive to recool foods frequently. It is always wise to take out of the refrigerator only as much butter, milk, or other food as you need at the time. A small, inexpensive tray cart, which can be wheeled to and from the refrigerator, will make it possible to take bowls and measuring spoons from the kitchen to the refrigerator and get just what you need from the supply in the refrigerator.

10. Always keep the ice compartment full of ice so that the temperature of the box will not fluctuate. If a gas, electric, or kerosene refrigerator is used, set the regulator so as to maintain a temperature of 40° to 45° F. It is not economical to turn off electric current or gas for a few days even when the food compartment is empty, because it is more expensive to recool the box than to maintain the low temperature during the time that the refrigerator is not in use.

Less Perishable and Staple Foods

1. Store canned goods in a cool, dry cupboard.

2. Store root vegetables and semiperishable fruits such as apples and ripe bananas in a cool, dry, and well-ventilated room.

3. Store cereals and other staple foods in vermin-tight containers.

4. To store left-over bread, grind part of the bread into crumbs and keep the crumbs in tight containers. Part of the left-over bread may be cut into 1-inch cubes, dried, and kept in tight containers for use in scalloped dishes and bread puddings.

5. Scrub regularly all containers for food, all storage cupboards, shelves, boxes, and storage space.

PREPARING FOOD

Children's sense of taste is possibly more keen than adults', and they are good judges of whether food is well-cooked. They quickly notice burned flavors.

Keep, as much as possible, the natural *flavor* of raw foods, especially vegetables and fresh fruits. Sugar and salt should be used only to bring out the natural flavors of foods. They should never mask these flavors. Cooking vegetables with fat or fat meat not only masks their flavor but is undesirable for other reasons.

Keep the natural *color* of raw vegetables as nearly as possible by proper cooking, but do not add soda for this purpose.

Children, even more than grown people, are sensitive to the *texture* of food, and they dislike stringy, lumpy, dry, or gummy foods. Green beans, cornstarch puddings, baked squash, and tapioca puddings may have these undesirable textures if they are not properly prepared.

Meat, Eggs, Cheese, and Fish

Temperatures should always be low for cooking meat, eggs, cheese, and fish, as all these foods become tough with too high a cooking temperature. Baking temperatures of 325° to 350° F. should be used, or simmering temperatures when the food is cooked in a liquid on top of the stove.

Before grinding or preparing meat for cooking remove any connective tissue and fat that will come off easily.

Vegetables

Fresh Vegetables.

Wash thoroughly all vegetables, but do not soak them, as soaking will carry away some of their valuable food materials. Discard any woody parts. Vegetables should be prepared just before it is time to cook them or to serve them raw; many of them lose food value as well as freshness when exposed to the air.

Do not let grated or ground raw vegetables stand, either dry or in water, before serving, unless this is absolutely necessary.

Put all vegetables into boiling water to cook. Never put them on to cook in cold water; much valuable food material is lost in this way.

Vegetables and fruits that are to be rubbed through a sieve lose less vitamin C if this is done when they are cold. This is especially true of tomatoes and cranberries, which are excellent sources of this vitamin.

Size of pieces.—It is usually economical of time and energy to cut children's vegetables into small pieces before cooking. This should be done, however, only if no cooking water is to be thrown away. When the pieces are small, more surface is exposed to the cooking water and more food essentials are dissolved, but the shorter cooking and serving time may make up for this. Cooking vegetables without paring saves valuable food materials. Carrots or potatoes may be cooked whole without peeling or scraping, then diced, and reheated if necessary.

Amount of water.—Always use as little water as possible to cook vegetables, except strong-flavored ones. Onions, cabbage, and white turnips may be made milder by changing the cooking water several times or by cooking them in milk. It is more desirable to teach a young child to like all vegetables, even strong-flavored ones, than it is to save all the food essentials.

Mild-flavored vegetables, such as carrots, potatoes, peas, spinach, and green beans, are more nutritious and just as palatable when they are steamed, or cooked in a small amount of water. Carrots and potatoes may be cooked in a steamer, and any of these vegetables may be cooked with a small amount of water, in an ordinary kettle, covered.

Vegetables that contain relatively large amounts of sugar, such as new peas, carrots, and sweetpotatoes, will be much more palatable if all the cooking water, which carries some dissolved sugar, is evaporated by the time the vegetable is tender. Wherever possible use heavy cooking kettles for all these vegetables, because they can then be cooked in little water with less danger of scorching.

Cooking time.—Cook all vegetables as short a time as possible. They should be tender, yet should keep some of their original crispness. To get this texture cook the vegetable until a fork pierces them easily; then serve them before the pieces have lost their original shape.

The cooking time varies with the kind of vegetable and its maturity, and it is therefore difficult to give exact times. Careful watching to remove the vegetables as soon as they are done, and serving them promptly, will result in nutritious and attractive vegetables.

To keep good color.—Soda should never be used in cooking vegetables since it destroys some of the valuable vitamins and ruins the texture of the vegetables.

Green vegetables should be covered until they reach the boiling point; then the lid should be removed for a few minutes to allow volatile acids to escape. These acids, if allowed to remain, will cause the green color of the vegetable to darken to an unattractive olive-drab color.

Stir the pieces frequently to prevent the vegetables from darkening in spots. This often happens to green peas.

Red vegetables, except strong-flavored ones such as red cabbage, should be cooked in a covered kettle. In order to preserve the red color it is desirable to cook these

vegetables in as little water as possible and to evaporate this water by the time the cooking process is completed. Beets that are peeled and diced while raw are attractive when cooked in just enough water, so that none need be drained off after cooking.

White vegetables change to a dirty greenish or yellowish gray if they are overcooked or are cooked in very hard water. This color change may be prevented by cooking these for only a short time or, if the water is very hard, by adding a pinch of cream of tartar to every quart of water.

Canned Vegetables.

If commercially canned vegetables are to be served warm, they should be merely heated; they do not need cooking. The liquid in the can contains valuable vitamins and minerals and so should not be thrown away. It should be drained off and either boiled down to an amount that can be served with the vegetable or used in making soups.

Great care should be taken in preparing vegetables canned outside of regular canning factories; that is, at home or in community canning plants. Unless non-acid vegetables (that is, all except tomatoes) are known to have been canned in a pressure cooker, they should be boiled for 5 minutes even if they are to be served cold. Safe methods of canning are described in the Department of Agriculture bulletin, *Home Canning of Fruits, Vegetables, and Meats*. (See References, p. 32.)

Fruits

Serve only sound fruit to children; discard any overripe or unsound parts.

For children it is wise to cook all fresh fruits except thoroughly ripe apples, peaches, oranges, and bananas. (Bananas should have a brown-spotted golden skin.) Always cook any fruit if there is the slightest doubt of its ripeness or cleanliness.

If fresh fruit is to be cooked, the *flavor* is best preserved by using low cooking temperatures and by cooking it in a covered pan.

In order to have a good *texture*, remove all tough, stringy parts and any overripe sections.

Cut all cooked fruits except very soft ones like pears into bite-size pieces. It is very difficult for a young child to cut up large pieces of fruit. It is usually wise to pit such fruits as prunes and plums, especially for children 2 and 3 years old.

Amount of Sugar or Other Sweetening.

Very few canned fruits need any extra sweetening, and their juice may be used as a means of sweetening tart raw fruits in fruit-cup mixtures. Some canned grapefruit or red cherries may be too sharp in flavor for children. It is well to combine these with sweet fruits so that extra sweetening will not need to be used.

When sugar is scarce, honey or corn sirup may well be used to replace most of the sugar in fruit mixtures.

Most dried fruits do not need extra sweetening. Corn sirup may be used to sweeten dried apricots. Many children prefer these with a soft custard sauce, which makes their flavor less sharp.

Fruit-Cup Combinations.

Use a mild-flavored fruit and a tart one in each fruit cup. Small pieces of crisp fruit such as apples add a pleasing variety also. Red cherries, cranberries, rhubarb, and strawberries in season, cooked with a little sugar, may be used as a basis for fruit mixtures. Cranberries should be rubbed through a sieve.

Fruit Desserts.

Cooked rice or cornstarch mixtures may be used as a basis for dessert mixtures made with milk, egg, and fruit. These should always be thin and jelly like.

Fruit may be used often in bread puddings made with milk and eggs. The bread should be broken into large pieces so that the texture will be fluffy and never soggy.

Remember that desserts that have the texture of a soft custard are especially liked by young children.

Adapting Recipes for Use With Children

Recipes can be changed rather easily to suit children's needs. Many recipes so revised are suitable for family use also.

In order to know what should be changed about adults' food in order to make it suitable for children, it is necessary to know what kinds of food cause children trouble. Children seem to have trouble especially with dry foods, gummy, sticky ones, strong-flavored ones, and those with tough pieces in them.

Since a large amount of either fat or sugar is undesirable for children, some of each must be eliminated from many recipes.

Omit all pepper and other condiments.

Meat, Fish, and Eggs.

Meat.—Recipes for preparing meat will need some variations to make the meat less chewy. This may mean grinding the meat in a stew or similar dish.

If the directions include a preliminary frying of meat, the meat may be pan-broiled instead over low heat. This makes it more desirable for children.

Fish.—In order that some fish dishes may be acceptable to children, the recipe may need to be changed so as to provide either more white sauce or a thinner one. The sauce used in making creamed fish should be thin enough so that the mixture does not become sticky when lukewarm. It is always more desirable to mix the white sauce with the fish rather than to pour the sauce over it.

Eggs.—Baking or other cooking temperatures for eggs should always be low enough to prevent any dry skin from forming over the egg and to prevent any toughening of the egg white in cooking.

For creamed-egg dishes it is better to stir the white sauce through the mixture than to pour the sauce over it.

Vegetables.

Any starchy vegetable, such as potato, that is to be mashed, should have enough milk added to give it a soft texture when lukewarm, the temperature at which young children prefer their food. Mashed potatoes that may have been moist when hot are likely to become sticky or dry when cool, as many of us remember from having them served too cool at times. Recipes for mashed sweetpotatoes and mashed squash usually need more milk for children than for adults.

Desserts.

Starchy desserts.—To adapt cornstarch recipes, use one tablespoonful of cornstarch for each cupful of milk; this is sufficient to thicken puddings for children. The addition of half an egg for each cup of milk yields a more desirable, jelly-like texture.

To adapt rice recipes, use $1\frac{1}{2}$ tablespoonfuls of rice for each cup of milk; this is sufficient to obtain a soft pudding if some eggs are used. Twice as much rice (3 tablespoonfuls for each cup of milk) is needed when no eggs are used.

Frozen desserts.—If a recipe for sherbet calls for cream, use whole milk instead. One can of evaporated milk, in addition, for each gallon of whole milk will make milk sherbet somewhat richer and smoother in texture.

Milk should be substituted for water in many fruit-sherbet or ice recipes to increase the food value for children. Always chill the milk and add the fruit juice to the milk. Small curds that may result will disappear in the freezing process.

Cakes and cookies.—Only simple recipes, using a small amount of sugar and a comparatively small amount of fat, should be used for children. Cane or sorghum molasses is more nutritious than white sugar because of the iron that it contains. It may also be used to save sugar. Honey or other sirups may be substituted for part of the sugar in many of the recipes. A 14-page bulletin, *Recipes To Match Your Sugar Ration*, published by the United States Department of Agriculture, will be found helpful in substituting other sweetening agents for sugar. (See References, p. 32.)

Eliminate spices or greatly reduce the amount in the recipe.

SUGGESTED MENUS

The menus on pages 16–27 suggested as a guide that can be used in planning meals for children. They have been planned to provide foods suitable for children 2 to 5 years of age, with emphasis on the kinds of foods—

1. That fulfill a child's need for protein, vitamins, and minerals.
2. That meet his energy needs and satisfy his appetite.
3. That most children like and find easy to manage.
4. That, as combined in the menus, make the meals varied and interesting.
5. That do not require elaborate equipment for preparation.
6. That are economical of the time necessary for preparation and serving.
7. That are relatively low cost in relation to their nutritional value.

Four 4-week plans for dinner menus at different seasons of the year are included; the 4-week cycle is long enough so that no food recurs often enough to become monotonous. The section includes also menus for breakfasts, supplementary breakfasts, and suppers, as well as for midmorning and midafternoon lunches.

If a child is eating some of his meals away from home it is an advantage to him to have his home meals and his away-from-home meals planned so that they complement each other. It is a good idea to send home to each child's parents a copy of the menu for the coming week. The mother, of course, can do a better job of planning the family meals in relation to the child's if she knows what he is eating when he is not at home. It also tends to improve her own ability to plan meals and to understand the nutritional value of the different foods.

It is expected that these suggested menus will be adapted to meet conditions in various parts of the country, to seasonal and other market changes, and to the special needs of various groups of children.

FALL DINNER MENUS

Soup	Meat or fish	Eggs	Vegetables	Fruit	Bread and butter	Milk	Miscellaneous
	Meat loaf.		Buttered potatoes. Scalloped tomatoes. Lettuce leaf.		Whole-wheat bread, butter.	Whole milk.	Baked custard.
Cream of tomato.		Scrambled egg.	Buttered peas. Celery.	Fruit gelatin.	Whole-wheat toast, butter.	Whole milk.	
	Liver loaf.		Creamed carrots. Mashed potatoes. Lettuce leaf.	Peach sauce.	Whole-wheat sandwich, butter.	Whole milk.	
		Hard-cooked egg.	Creamed green beans. Baked sweetpotato.		Whole-wheat toast, but- ter.	Whole milk.	Chocolate custard bread pudding.
Cream of potato.		Scrambled egg.	Boiled tomato. Celery.	Baked apple and raisins.	Peanut-butter sand- wich.	Whole milk.	
	Beef stew.		Tomato wedges.	Pumpkin cus- tard.	Whole-wheat toast, butter.	Whole milk.	
	Creamed chick- en.		Mashed sweetpotatoes. Cabbage salad.	Peach milk sher- bet.	Raw-carrot sandwich, butter.	Whole milk.	Oatmeal cooky.
Cream of spinach.		Baked egg.	Buttered carrots.	Fruit junket pudding.	Whole-wheat toast, butter.	Whole milk.	
	Scalloped chick- en.		Mashed potatoes. Buttered green beans.	Stewed prunes.	Whole-wheat bread, butter.	Whole milk.	Buttered cracker.
	Scalloped lamb.		Mashed squash. Buttered peas. Raw-cabbage wedges.	Apple Betty with honey.	Whole-wheat sandwich, butter.	Whole milk.	

	Liver loaf.		Buttered broccoli. Boiled diced potatoes.	Raspberry milk sherbet.	Whole-wheat toast, butter.	Whole milk.	
		Creamed egg.	Baked potato. Buttered green beans. Celery.	Apple sauce.	Cream cheese sand- wich, rye bread.	Whole milk.	Gingerbread.
	Creamed codfish.		Buttered beets. Mashed potatoes. Raw-carrot sticks.	Apricots with custard sauce.	Whole-wheat bread sandwich, butter.	Whole milk.	
	Pot roast of beef.		Carrots and potatoes cook- ed with the pot roast. Celery.	Baked apple.	Whole-wheat roll, but- ter.	Whole milk.	Graham cracker.
	Liver loaf.		Mashed potatoes. Cabbage-and-celery salad.	Sliced peaches.	Tomato sandwich, butter.	Whole milk.	Oatmeal cooky.
Cream of green bean.		Hard-cooked egg.	Buttered carrots.	Fruit cup.	Whole-wheat raisin toast, butter.	Whole milk.	
	Lamb patty.		Scalloped potatoes. Buttered green beans.	Orange Betty with orange sauce.	Whole - wheat bread, butter.	Whole milk.	
		Scrambled egg.	Creamed peas. Baked squash. Lettuce.		Apple sandwich, but- ter.	Whole milk.	Creamy cornstarch pudding.
	Creamed codfish.		Baked potatoes. Stewed tomatoes. Celery.		Whole-wheat sand- wich, butter.	Whole milk.	Cup custard gar- nished with fruit.
	Beef stew.		Apple rings. Raw-carrot strips.		Toast, butter.	Whole milk.	Lemon rice pud- ding.
	Roast lamb.		Buttered potatoes. Buttered peas. Celery cabbage.		Whole-wheat sandwich, butter.	Whole milk.	Chocolate junket pudding.

FALL DINNER MENUS—Continued

Soup	Meat or fish	Eggs	Vegetables	Fruit	Bread and butter	Milk	Miscellaneous
	Fish loaf.		Creamed green beans. Buttered potatoes. Apple wedges.		Whole-wheat raisin bread, butter.	Whole milk.	Pumpkin custard.
		Creamed egg.	Buttered spinach. Buttered carrots. Celery.	Fruit milk sher- bet.	Rye bread, butter.	Whole milk.	
	Beef patty.		Creamed cauliflower. Mashed potatoes.	Fruit cup.	Raw-carrot sandwich— whole - wheat bread, butter.	Whole milk.	Oatmeal cooky.
	Liver loaf.		Creamed onions. Scalloped tomatoes. Lettuce.		Whole-wheat bread, butter.	Whole milk.	Creamy cornstarch pudding.
	Baked-fish mold.		Buttered green beans. Buttered beets.	Baked apple with honey.	Cheese sandwich—rye bread, butter.	Whole milk.	
		Scrambled egg.	Brown rice cooked in milk. Creamed spinach. Raw cauliflower.	Prune custard.	Whole-wheat toast, butter.	Whole milk.	
	Meat loaf.		Buttered cauliflower. Scalloped tomatoes. Celery.		Whole-wheat sandwich, butter.	Whole milk.	Soft custard.

WINTER DINNER MENUS

Cream of pea.		Scrambled egg.	Raw-carrot sticks.	Fruit cup.	Whole-wheat toast, butter.	Whole milk.	Gingerbread.
	Meat loaf.		Mashed potatoes. Creamed onions. Apple wedges.		Whole-wheat sandwich, butter.	Whole milk.	Cup custard.
		Hard-cooked egg	on creamed spinach. Celery. Buttered potatoes.	Peaches on cornstarch pudding.	Rye bread, butter.	Whole milk.	
	Pot roast of beef.		Potatoes and carrots cooked with the pot roast.	Apple sauce.	Tomato sandwich whole-wheat bread, butter.	Whole milk.	Buttered cracker.
Cream of potato.		Scrambled egg.	Pieces of raw cabbage, celery, and carrots.	Apricots with custard sauce.	Whole-wheat sandwich, butter.	Whole milk.	Cottage cheese.
	Fish soufflé.		Buttered potatoes. Creamed green beans. Celery.	Pears in lime gelatin.	Rye bread, butter.	Whole milk.	
	Beef casserole.		Mashed potatoes. Lettuce.	Fruit cup.	Whole-wheat sandwich, butter.	Whole milk.	Graham cracker.
	Creamed dried beef.		Mashed potatoes. Buttered peas.		Whole-wheat toast, butter.	Whole milk.	Cup custard.
Cream of lentil.		Hard-cooked egg.	Buttered beets. Lettuce.	Baked apple.	Whole-wheat sandwich, butter.	Whole milk.	
	Liver loaf.		Brown rice, buttered. Creamed carrots. Celery.		Apple sandwich, butter.	Whole milk.	Chocolate bread pudding.

WINTER DINNER MENUS—Continued

Soup	Meat or fish	Eggs	Vegetables	Fruit	Bread and butter	Milk	Miscellaneous
		S c r a m b l e d egg.	Buttered green beans. Scalloped tomatoes. Apple wedges.	Peach sauce.	Whole-wheat sand-wich, butter.	Whole milk.	Animal crackers.
	Salmon loaf.		Scalloped potatoes. Buttered peas.	Orange Betty with orange sauce.	Whole-wheat toast, butter.	Whole milk.	
	Scalloped lamb.		Baked potatoes. Buttered broccoli. Apple wedges.	Pumpkin custard.	Rye bread, butter.	Whole milk.	
	C r e a m e d chicken.		Scalloped potatoes. Buttered peas.	Apricot milk sherbet.	Whole-wheat sand-wich, butter.	Whole milk.	
	Creamed oysters.		Buttered green lima beans. Parsley potatoes.		Whole-wheat toast, tomato spread.	Whole milk.	Custard bread pudding.
	Meat loaf.		Scalloped tomatoes. Mashed rutabagas.	Cooked fresh prunes.	Whole - wheat sand-wich, butter.	Whole milk.	Oatmeal cooky.
	Baked-fish mold.		Buttered carrots. Creamed peas. Raw-turnip sticks.	Fruit gelatin.	Rye bread, butter.	Whole milk.	
	Creamed dried beef.		Mashed sweetpotatoes. Buttered green beans. Celery.	Apple sauce.	Whole-wheat toast, butter.	Whole milk.	Gingerbread.

		Soft-baked egg.	Buttered spinach. Buttered carrots. Lettuce.		Toasted whole - wheat roll, butter.	Whole milk.	Caramel pudding.
		Scrambled egg.	Baked potatoes. Buttered spinach.	Apple sauce.	Whole-wheat toast, butter.	Whole milk.	Graham cracker.
	Roast lamb shoulder.		Potato soufflé. Stewed tomatoes. Apple wedges.	Orange milk sherbet.	Whole - wheat sand- wich, butter.	Whole milk.	
		Cheese soufflé.	Buttered spinach and celery. Buttered potatoes.		Raw - carrot sandwich, butter.	Whole milk.	Chocolate pudding.
	Creamed liver.		Scalloped potatoes. Baked tomato. Lettuce leaf.	Peach sauce.	Whole - wheat bread, butter.	Whole milk.	Gingerbread.
	Beef - and - vege- table stew.		Coddled rosy apple rings. Celery.		Whole-wheat toast, butter.	Whole milk.	Creamy rice - and - raisin pudding.
		Scrambled egg.	Creamed cabbage. Parsley potatoes, but- tered.	Fruit ice cream.	Peanut - butter sand- wich.	Whole milk.	
	Fish soufflé.		Buttered peas. Baked sweetpotatoes.	Bananas in orange juice.	Rye - bread sand- wich, butter.	Whole milk.	Oatmeal cooky.
	Brains and scrambled eggs.		Buttered potatoes. Scalloped tomatoes.	Fruit gelatin.	Whole - wheat raisin toast, butter.	Whole milk.	
	Scalloped lamb.		Browned potatoes. Buttered carrots.	Apricots with custard sauce.	Whole - wheat bread, butter.	Whole milk.	

SPRING DINNER MENUS

Soup	Meat or fish	Eggs	Vegetables	Fruit	Bread and butter	Milk	Miscellaneous
	Creamed chicken.		Buttered cabbage. Tomato aspic.	Apricot custard.	Peanut-butter sandwich on rye toast.	Whole milk.	
	Beef tongue in cream sauce.		Buttered green lima beans. Scalloped tomatoes.	Spring-fruit cup.	Whole-wheat sandwich, butter.	Whole milk.	
Cream of tomato.	Meat loaf.		Raw-carrot sticks.	Sliced bananas with top milk.	Whole-wheat toast, butter.	Whole milk.	
	Beef patty.		Buttered greens. Scalloped potatoes.		Celery sandwich, butter.	Whole milk.	Chocolate bread pudding.
		Scrambled egg.	Creamed carrots. Buttered peas. Lettuce leaf.	Fruit gelatin in various colors.	Whole-wheat sandwich, butter.	Whole milk.	
	Tomato and ground beef mold.		Brown rice cooked in milk. Raw-carrot sticks.	Pear sauce.	Rye bread, butter.	Whole milk.	Graham cracker.
	Scalloped chicken.		Mashed potatoes. Baked tomato.	Fruit sherbet.	Whole-wheat bread, butter.	Whole milk.	
Pea and tomato.		Scrambled egg.	Celery.	Junket pudding garnished with fruit.	Whole-wheat toast, butter.	Whole milk.	
	Beef - and-vegetable stew.		Lettuce leaf.		Whole-wheat sandwich, butter.	Whole milk.	Soft custard. Cracker.

		Hard-cooked egg.	Buttered new potatoes. Buttered spinach. Celery.	Strawberry milk sherbet.	Rye toast, peanut butter.	Whole milk.
	Liver loaf.		Creamed potatoes. Buttered peas. Raw-spinach leaf.	Apricot whip.	Whole-wheatsandwich, butter.	Whole milk.
	Creamed fish.		Baked potatoes. Buttered green beans.	Cooked fresh prunes with apple sauce.	Celery sandwich, butter.	Whole milk.
		Soft-baked egg.	Buttered beets. Creamed peas. Raw-carrot sticks.	Fruit cup.	Rye bread, butter.	Whole milk.
	Roast lamb.		Scalloped potatoes. Baked tomato.		Whole-wheat roll, butter.	Whole milk. Lemon cream.
	Fish loaf.		Scalloped potatoes. Buttered peas.	Soft custard and peaches.	Whole - wheat toast, butter.	Whole milk.
	Liver casserole.		Vegetables cooked with the liver casserole. Raw-carrot sticks.	Orange rice pudding.	Whole - wheat sandwich, butter.	Whole milk.
Cream of tomato.		Hard - cooked egg.	Baked lima beans flavored with bacon.	Fruit gelatin.	Whole - wheat toast, butter.	Whole milk.
	Meat loaf.		Scalloped tomatoes and onions. Buttered potatoes.	Strawberry fruit cup.	Raw-carrot sandwich— whole-wheat bread, butter.	Whole milk.
		Egg baked in spinach nest	Tomato aspic. Lettuce.	Cooked fresh prunes.	Cheese sandwich—rye bread buttered.	Whole milk. Buttered cracker.
		Egg-and-potato soufflé	Creamed green beans. Raw cauliflower.		Banana and peanut butter sandwich.	Whole milk. Chocolate custard bread pudding.

SPRING DINNER MENUS—Continued

Soup	Meat or fish	Eggs	Vegetables	Fruit	Bread and butter	Milk	Miscellaneous
	Pot roast of beef.		Beet greens. New potatoes.		Whole-wheat bread, butter.	Whole milk.	Apricot sherbet.
	Lamb patty.		Buttered sweet potatoes. Creamed peas.	Prune custard.	Toast, butter.	Whole milk.	
		Scrambled egg.	Baked tomato. Buttered green lima beans.	Apricot rice pudding.	Whole - wheat sand - wich, butter.	Whole milk.	
	Meat loaf with tomato sauce.		New peas, buttered. Buttered carrots. Lettuce.		Rye bread, butter.	Whole milk.	Creamy rice pud- ding with raisins.
	Liver loaf.		Creamed onions. Buttered green beans.	Bananas with top milk.	Apple sandwich, butter.	Whole milk.	
	Creamed cod- fish.		Buttered parsley potatoes. Buttered carrots. Lettuce.		Toast, butter.	Whole milk.	Floating island.
	Cheese with rice.		Baked tomato. Tomato ramekin. Raw cauliflower.	Fruit cup.	Liver-loaf sandwich— whole-wheat bread.	Whole milk.	
	Cold sliced tongue.		Creamed potatoes and peas. Sliced tomatoes. Celery.		Whole - wheat bread, butter.	Whole milk.	Custard ice cream.

SUMMER DINNER MENUS

Fish soufflé.		Stewed tomatoes. Buttered peas.	Apple sauce.	Watercress sandwich, rye bread, butter.	Whole milk.	Graham cracker.
	Hard-cooked egg.		Fruit plate: peach half; orange slices; oxheart cher- ries, seeded; banana slices.	Cream - cheese sand- wich — whole-wheat bread.	Whole milk.	
	Creamed egg.	Buttered carrots and peas. Cabbage salad.		Whole-wheat toast, butter.	Whole milk.	Cup custard.
Roast lamb		Broiled tomato, Buttered spinach and celery.		Whole-wheat sand- wich, butter.	Whole milk.	Chocolate corn- starch pudding.
	S c r a m b l e d egg.	Summer squash and tomatoes. Buttered potatoes.	Fruit cup.	Rye bread, butter.	Whole milk.	
Meat loaf.		Green cabbage cooked in milk. Mashed potatoes.	Pears in lime gelatin.	Whole-wheat raisin toast, butter.	Whole milk.	
Liver loaf.		Creamed parsley pota- toes. Carrot- and - celery gel- atin salad.	Fresh -apricot sauce.	Whole-wheat toast, butter.	Whole milk.	
	Hard-cooked egg.	Tomato aspic. Buttered potatoes.	Peach junket pudding.	Peanut - butter sand- wich — whole-wheat bread.	Whole milk.	
Creamed liver.		Buttered peas. Tomato wedges.	Orange milk sherbet.	Whole-wheat bread, butter.	Whole milk.	

SUMMER DINNER MENUS—Continued

Soup	Meat or fish	Eggs	Vegetables	Fruit	Bread and butter	Milk	Miscellaneous
	Cold meat loaf.		Broiled tomato. Creamed onions.	Fruit gelatin.	Whole-wheat toast, butter.	Whole milk.	
	Baked-fish mold.		Buttered carrots. Creamed kohlrabi.	Fresh-apple sauce.	Whole-wheat sand- wich, butter.	Whole milk.	Molasses cooky.
		Scrambled egg.	Tomato slices. Buttered peas. Lettuce leaf.	Baked pears.	Rye-bread sandwich, butter.	Whole milk.	Cracker with but- ter and honey.
	Lamb patty.		Buttered spinach. Buttered potatoes.		Whole-wheat toast, butter.	Whole milk.	Soft custard.
	Cold sliced beef.		Broiled tomato. Buttered potatoes. Raw-kohlrabi sticks.	Grape milk sherbet.	Whole-wheat roll, but- ter.	Whole milk.	
	Salmon in lemon gelatin.		Buttered potatoes. Tomato wedges.		Whole-wheat sandwich, butter.	Whole milk.	Soft custard.
		Hard - cooked egg.	Scalloped cabbage. Buttered peas.	Peaches with custard sauce.	Whole-wheat raisin toast, butter.	Whole milk.	
	Cold liver loaf.		Fresh buttered spinach. Scalloped tomatoes.	Sliced bananas with top milk.	Rye-bread sandwich, butter.	Whole milk.	
	Creamed fish.		Mashed potatoes. Tomato slices.		Whole-wheat toast, butter.	Whole milk.	Cup custard.
		Scrambled egg.	Mashed potatoes. Creamed celery.	Pineapple sher- bet.	Peanut-butter toast (whole wheat).	Whole milk.	

Beef patty.	Green lima beans, buttered. Tomato aspic. Lettuce leaf.			Rye bread, butter.	Whole milk.	Chocolate pudding.
Scalloped lamb.	Buttered peas. Buttered carrots. Celery.		Fresh-fruit sauce.	Whole-wheat sandwich, butter.	Whole milk.	Orange cooky.
	Scalloped celery and tomatoes. Mashed potatoes. Raw cauliflower.	Scrambled egg.	Peach ice cream	Whole-wheat sandwich, butter.	Whole milk.	
Cold boiled tongue.	Buttered yellow wax beans.		Pieces of fresh fruit.	Whole-wheat sandwich, butter.	Whole milk.	Soft custard.
	Buttered kohlrabi. Broiled tomato.	Half hard-cooked egg.	Fresh-fruit sauce.	Whole-wheat sandwich, butter.	Whole milk.	Cottage cheese.
Lamb patty.	Parsley buttered potatoes. Buttered green beans.			Rye bread, butter.	Whole milk.	Cup custard.
Fish soufflé.	Broiled tomato. Buttered cauliflower. Raw-carrot sticks.		Grape milk sherbet.	Parsley sandwich—whole-wheat bread, butter.	Whole milk.	
	Summer squash and tomatoes. Buttered green beans. Celery.	Cheese soufflé.		Cream-cheese sandwich—rye bread.	Whole milk.	Chocolate rice pudding.
Scalloped chicken.	Browned potatoes. Creamed carrots. Lettuce leaf.		Fruit gelatin.	Whole-wheat sandwich, butter.	Whole milk.	

MENUS FOR OTHER MEALS

In order to provide each child in the group with the food that he needs it may be necessary to serve, not only the noon meal, but also a full breakfast to some children after they arrive in the morning; or a lighter supplementary breakfast, if the child has had something to eat—but not enough—before leaving home.

If a supplementary breakfast includes such a satisfying food as a cooked cereal, it should be given as soon as the child arrives, so that he will have time to become really hungry for the noon meal. The child's daily fish-liver oil may be given after the supplementary breakfast.

Do all children need a midmorning lunch? This question cannot be answered definitely either yes or no, for the answer depends upon the meal plan for the day. It must be understood that eating a midmorning lunch does not mean indiscriminate eating between meals. Many children do, however, need a little food during a strenuous morning of play.

Fruit juice or a small amount of fruit, tomato juice, and the needed fish-liver oil may well be given at half-past 9 or 10 o'clock, even to the child who has had an adequate breakfast before he leaves home.

In planning a menu for the noon meal along with one for breakfast or supper, select combinations that meet the child's daily requirements without bringing about repetition of foods. For example, do not include an egg or egg dish at breakfast and another at dinner or supper. If you plan a pudding for dessert at the noon meal have a fruit for supper. By careful planning you can select types of foods in such a way that no one food is used too frequently; then the meals have variety.

Always remember that schedules are made to suit the children, and not the children to suit the schedules. In making plans for serving extra meals, just as with regular meals, the facilities at hand and the help available will need to be considered. Insofar as possible change your plans as the need changes.

Breakfast

(Suggestions that may be used when a child leaves home without breakfast)

FALL MENUS

- | | |
|---|--|
| 1. Sliced orange.
Scrambled egg.
Toast.
Milk. | 3. Apple sauce.
Oatmeal cooked in milk.
Toast.
Milk. |
| 2. Fruit cup.
Whole-wheat cereal with whole milk.
Toast.
Milk. | 4. Peach sauce.
Whole-rye cereal with whole milk.
Raisin whole-wheat toast.
Hot milk. |

WINTER MENUS

- | | |
|--|--|
| 1. Baked apple.
Cracked whole-wheat cereal with whole milk.
Toast.
Milk. | 3. Tomato juice.
French toast and sirup.
Hot milk. |
| 2. Orange juice.
Yellow corn-meal mush with whole milk.
Toasted whole-wheat roll.
Milk. | 4. Stewed dried prunes.
Soft-cooked egg.
Toast.
Hot milk. |

SPRING MENUS

- | | |
|--|---|
| 1. Fruit sauce.
Scrambled egg.
Toast.
Milk. | 3. Apricot sauce.
Soft-baked egg.
Toast.
Milk. |
| 2. Orange.
Milk toast. | 4. Grapefruit.
Rolled-wheat cereal with whole milk.
Milk. |

SUMMER MENUS

- | | |
|--|---|
| 1. Berry-flavored milk.
Corn flakes and milk.
Toast. | 3. Orange juice.
Oatmeal with whole milk.
Milk. |
| 2. Brown rice and milk.
Fresh-peach sauce.
Milk. | 4. Scrambled egg.
Tomato juice.
Toast.
Milk. |

Supplementary Breakfast

(Suggestions that may be used when a child has had only a very light breakfast, as such a child often gets too hungry before dinner to be satisfied with only fruit juice in the midmorning)

FALL MENUS

- | | |
|---|---|
| 1. Orange juice.
Whole-wheat toast.
Milk. | 3. Cooked oatmeal and raisins with whole milk.
Thin buttered toast.
Milk. |
| 2. Yellow corn-meal mush with whole wheat.
Stewed dried prunes.
Milk. | 4. Fruit cup.
Molasses or sirup or sugar.
Toast and butter.
Milk. |

WINTER MENUS

- | | |
|---|---|
| 1. Baked apple
Milk.
Toast. | 3. Tomato juice.
Oatmeal cooked in milk, with whole milk.
Milk. |
| 2. Grapefruit juice.
Cooked whole-rye cereal with whole milk.
Milk. | 4. Fruit cup.
Buttered whole-wheat toast.
Hot milk. |

SPRING MENUS

- | | |
|--|---|
| 1. Mixed fruit juice.
Milk toast. | 3. Orange juice.
Cooked whole-wheat cereal with whole milk.
Milk. |
| 2. Soft-baked egg.
Buttered toast.
Milk. | 4. Peach sauce.
Oatmeal with whole milk.
Milk. |

SUMMER MENUS

- | | |
|---|--|
| 1. Fresh-fruit sauce.
Milk. | 3. Fresh apricot sauce.
Brown rice with whole milk. |
| 2. Berry-flavored milk.
Toast with butter and honey. | 4. Fruit juice.
Whole -wheat cereal with whole milk.
Milk. |

SUPPER

(Suggestions that may be used when children remain late and need an evening meal)

- | | |
|--|--|
| 1. Beef stew—carrots, potatoes, and peas.
Lettuce sandwich on whole-wheat bread.
Fruit cup.
Milk. | 5. Cottage cheese.
Buttered potatoes.
Celery.
Rye bread.
Milk. |
| 2. Baked egg.
Scalloped potatoes.
Toast and milk.
Milk.
Cooked fresh prunes. | 6. Cream-of-pea soup.
Buttered carrots.
Egg-yolk sandwich.
Baked custard.
Crisp crackers.
Milk. |
| 3. Creamed liver.
Buttered potatoes.
Toast with tomato spread.
Baked apple.
Milk. | 7. Cheese soufflé.
Scalloped tomatoes.
Peanut butter.
Toast.
Sliced peaches.
Milk. |
| 4. Scrambled egg.
Buttered spinach.
Raw-carrot sticks.
Whole-wheat bread.
Rice and raisins.
Milk. | 8. Egg poached in milk.
Parsley buttered potatoes.
Lettuce.
Rye bread.
Peach milk sherbet. |

Midmorning Lunch

(Suggestions that may be used regularly; midmorning lunches are usually served to all the children)

- | | |
|---|--|
| 1. Tomato juice.
Fish-liver oil. | 4. Mixed fruit juice.
Fish-liver oil. |
| 2. Orange juice.
Fish-liver oil. | 5. Quarter apple.
Fish-liver oil. |
| 3. Grapefruit juice.
Fish-liver oil. | 6. Several orange sections.
Fish-liver oil. |

Midafternoon Lunch

(Suggestions that may be used when children are hungry at 4 p. m. and expect to get a late, or very light, evening meal at home)

- | | |
|--|-----------------------------|
| 1. Fruit sauce.
Milk. | 5. Apple.
Hot milk. |
| 2. Berry-flavored milk.
Graham cracker. | 6. Orange slices.
Milk. |
| 3. Whole-wheat bread and butter.
Milk. | 7. Graham cracker.
Milk. |
| 4. Peanut butter on rye bread.
Milk. | 8. Crisp toast.
Milk. |

SERVING MEALS

Use a sunny, airy room for the children's dining room. Seat the children at small tables, usually four to six at a table, with one adult. All should have comfortable chairs that suit their sizes and allow their feet to rest comfortably on the floor.

Washable table mats may be used. Most of those made of plastic material are especially durable. Bibs of absorbent material, large enough to protect the child's clothes, are desirable.

Dishes for children should be colorful and simple in design. They should also be durable so that they will not break easily when dropped, for 2- and 3-year olds must be expected to drop dishes frequently.

Use as few dishes as possible because an elaborate plate service with several side dishes confuses a child.

Small glass custard cups are good to use for soft or watery foods, such as soufflés or stewed tomatoes, and for desserts.

Milk for children should preferably be put into small squat glasses or pottery tumblers. A child can grasp one of these between his two hands comfortably. If a mug has a handle it should be large enough for the child to hold and so shaped that he can hold it without getting tired. The capacity of all cups and mugs should be checked with a measuring cup so that you will know how many ounces of milk the child actually drinks.

Small, blunt-tined forks and small spoons with shallow, round bowls are desirable for children and should be used if they can be obtained. Adults' silverware is too large for a child to handle easily, and the long sharp tines of an adult's fork make it less desirable for a child. If it is possible, it is well to have a kind of silverware that is especially designed for children. The kind of spoon that has a curved handle, however, should never be used. Ordinary teaspoons should be used if spoons with shallow bowls are not obtainable. An adult's salad fork makes a good fork for a child.

Serving the Main Course

Whether the food is put onto the children's plates in the kitchen or in the dining room, it should be dished out either by the person in charge or by a responsible person under her supervision, whom she keeps informed as to the amounts of food suited to each child's appetite as it varies. It is helpful to keep a record of how much of each food the individual children eat. The record will serve as a guide in filling the plates.

If the food is dished out by a reliable person who knows what each child usually eats, there is an advantage in filling the plates in the kitchen. It is much easier to give attention to the individual plates when filling them in the kitchen, without haste, than when filling them in the dining room, with hungry children waiting.

A minor advantage in "plate service" over "counter service" is that little food is wasted, for only the needed amount is taken from the cooking kettles at one time. Also, as the food for second helpings remains in the kettles it can be kept hot more easily.

If the cook cannot be relied upon to measure out the proper portions for the individual children, and it is impossible to supervise her closely enough, it is better for a responsible person to fill the plates in the dining room. Besides giving each child a total amount of food that she thinks he can manage, she can give him, for example, a reduced amount of a vegetable that he does not like, and more of the one that he likes, so that little of any food is left on the child's plate.

Other advantages of "counter service" (in the dining room) are:

1. Less kitchen space is needed.
2. The children help with the service by carrying their own plates to their table.
3. For groups of older children, where several workers help, the service may be quite rapid. Care needs to be exercised in planning this kind of service to avoid tiring the children who are waiting for their food.
4. When the kitchen is very far from the dining room, it is easier to carry serving dishes of food than to carry the filled plates.

Second Helpings

Protein foods (such as meat, eggs, fish, and cheese dishes), vegetables, and fruits should be given as second helpings in preference to sandwiches, but the child should be allowed free choice, within reason.

Milk

After the children have begun to eat some of the foods in the main course, it is desirable to serve half a cup of milk for them to drink. The second half cup may be drunk with dessert. It is not usually wise to expect any except very hungry children to drink more than 1 cup of milk (measuring cup) and eat an otherwise adequate noon meal. It is easy for them to drink more milk at a lighter meal—breakfast or supper.

Dessert Service

Desserts may be dished out for the children at their tables or at a central table, or may be brought in from the kitchen.

Often it is well to have the children get dessert at a counter or a central service table in order that they may have a legitimate excuse to get up and move around during the meal. They may carry back dinner plates and silver as they get their desserts. This opportunity to help often pleases the 3-, 4-, and 5-year old child. It probably is wiser with all forms of service to expect little of the 2-year-old except eating and "staying put" at the table.

COMMUNITY RESOURCES—WORKERS AND FOOD

Many resources within the individual community may well be utilized. In many places Red Cross canteen workers, nutrition aides, trained volunteers within the community, dietitians in a local hospital, and women trained in nutrition from local home-economics groups will be glad to assist with the project. Local and State public-health workers and a nutritionist from the State department of health or the State agricultural extension service may also be called upon to give assistance.

Food products from community gardens will be available in some places. It may also be possible to obtain commodities such as milk and certain staples through the Agricultural Marketing Administration. Information concerning this program may be obtained from your State department of public welfare or a State representative of the Agricultural Marketing Administration.

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For information on reference material in your own State or community consult your State and local nutrition committees.



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